

ABSTRAK**PENERAPAN PROGRAM PENGUATAN PENDIDIKAN KARAKTER
BERBASIS KELAS DI SEKOLAH DASAR SE-KECAMATAN TURI
KABUPATEN SLEMAN**

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Penelitian ini bertujuan untuk mengetahui sejauh mana dan mendeskripsikan penerapan program Penguatan Pendidikan Karakter berbasis kelas di satuan pendidikan sekolah dasar se-Kecamatan Turi. Penelitian ini merupakan penelitian kuantitatif deksriptif dengan menggunakan metode survei. Populasi dalam penelitian ini sebanyak 106 guru. Sampel penelitian terdiri dari 86 guru. Sampel ditentukan dengan tabel penentuan jumlah sampel minimal menurut Krejcie dan Morgan. Data dikumpulkan melalui kuesioner berupa pertanyaan terbuka dan pertanyaan tertutup.

Hasil penelitian menunjukkan bahwa sebesar 95,8% guru di sekolah dasar negeri se-Kecamatan Turi sudah menerapkan program Penguatan Pendidikan Karakter (PPK) berbasis kelas. Berdasarkan data yang diperoleh, guru telah menerapkan program Penguatan Pendidikan Karakter (PPK) berbasis kelas di sekolah dasar negeri se-Kecamatan Turi dengan memperhatikan 3 aspek, yaitu aspek sosialisasi, pra observasi, dan observasi kelas. Pada aspek sosialisasi sudah diterapkan sebesar 89,5%, pada aspek pra observasi sebesar 99%, dan aspek observasi kelas sebesar 99,1%. Bentuk penerapan program Penguatan Pendidikan Karakter berbasis kelas di sekolah dasar negeri se-Kecamatan Turi yang dilakukan guru antara lain melalui sosialisasi dengan Kelompok Kerja Guru (KKG), kepala sekolah, dan guru yang telah mengikuti pelatihan, mengintegrasikan nilai-nilai karakter dalam silabus dan RPP, melaksanakan pembiasaan sikap atau karakter sebelum memulai pembelajaran, mengelola kelas dengan mengintegrasikan PPK, menerapkan model dan metode pembelajaran yang sesuai dengan PPK, mengaitkan isi pembelajaran dengan PPK, memfasilitasi peserta didik untuk menumbuhkembangkan karakter, mencatat perkembangan karakter peserta didik, dan memberikan umpan balik kepada peserta didik tentang karakter yang dirancang dalam RPP.

Kata Kunci : Penguatan Pendidikan Karakter Berbasis Kelas, Sekolah Dasar

ABSTRACT***THE APPLICATION OF CLASS-BASED CHARACTER EDUCATION STRENGTHENING PROGRAM IN ELEMENTARY SCHOOLS OF TURI DISTRICT, SLEMAN REGENCY***

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This research aimed to determine and describe the application of class-based Character Education Strengthening program in the public elementary schools of Turi District. This study used the descriptive quantitative type of research with survey method. The Population in the study were 106 teachers. The observation's samples consist of 86 teachers. The sample based on calculations using the minimum number of samples of provisions table according to Krejcie and Morgan. The sample was limited by using simple random sampling technique. The data were collected through questionnaires closed questions and open questions.

The results showed that public elementary schools in Turi District had implement the application of class-based of Character Education Strengthening (PPK) programs with a percentage of 95,8%. Based on the data obtained, the teacher had implemented the application of class-based Character Education Strengthening (PPK) programs in public elementary schools in Turi District by paying attention to three aspects, namely aspect of socialization, pre-observation, and classroom observation. In the socialization aspect it had been applied by 89,5%, in the pre-observation aspect was 99%, and in the classroom observation aspect was 99,1%. The implementation of the application of class-based Character Education Strengthening (PPK) programs in public elementary schools in Turi District that was held by the teachers were through the socialization of PPK with Teacher Working Groups (KKG), school principals, and teachers who had participated in training, integrating character values in the syllabus and lesson plans, customizing attitudes/characters before starting learning, managing classes by integrating PPK, applying learning models and methods that were compatible with PPK, linking learning content with Strengthening Character Education, facilitating students to develop characters, note student character development, and provide feedback to students about the characters designed in the lesson plan.

Keywords: *Class-Based Strengthening Education Characteristic, Elementary Schools*